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**Responding to Disruptive or
Threatening Student Behavior:**

**A Missouri S&T
Guide for Faculty**

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Dear Faculty Member:

The Missouri S&T is committed to providing a safe and supportive learning and working environment for all students, staff, faculty, and visitors.

The University Committee for Assistance, Response, and Evaluation (UCARE) was formed to address the need for greater communication and preparedness regarding students facing difficulty through prevention and amelioration strategies.

With the increasing number of students facing various health and learning challenges attending higher education, it is inevitable that more difficulties in functioning will be observed. UCARE is committed to providing the campus community with information about how to identify and respond to concerns, including disruptive or threatening student behavior. When a need exists, UCARE offers consultation, assistance, and response using a multidisciplinary approach in order to make our campus the safest environment possible

The UCARE committee has developed this brief guide for faculty with information on assistive resources for identifying and responding to concerning, disruptive, or threatening incidents involving students.

Members of the campus community are encouraged to contact UCARE when concerned about a student, regardless of how insignificant the concern may seem. Your contact assists UCARE in collecting various pieces of the puzzle to connect the student with appropriate resources and support.

We hope you'll find the enclosed materials useful. For additional information or to schedule a consultation please contact UCARE, ucare@mst.edu or 573-341-4209.

Thank you for partnering with us to keep Missouri S&T a safe and welcoming community.

Sincerely,

University Committee for Assistance, Response, and Evaluation (UCARE)

Introduction

In an ideal world, we would not experience behavior that undermines instruction and, thereby, negatively impacts student learning. However, the unfortunate reality is that a small number of our students exhibit disruptive behavior in classrooms, lab areas, offices, field sites, and other educational settings, or via electronic means such as email, discussion boards, online meeting spaces, and audio video conferencing. This manual is intended to offer guidance and support should you need to respond to disruptive or threatening student behavior.

- If you need immediate assistance in responding to a threat to your safety, or the safety of others, dial 911 to contact an emergency responder.
- If a student is showing signs of emotional distress, or difficulty in adjusting to college life, contact UCARE by completing an online report at <http://stuaff.mst.edu/ucare/behaviorform/> or contacting ucare@mst.edu or 341-4209.
- To consult with the Case Manager, Krista Morris-Lehman, contact 341-4211 or [morislehman@mst.edu](mailto:morrislehman@mst.edu).
- To consult with a licensed counselor, contact Counseling, Disability Support, and Student Wellness at 341-4211 or counsel@mst.edu
- If after hours contact is needed, University Police can make contact with the appropriate staff person. Simply contact 341-4300 or 911 to request a counselor or other staff assistance.

As the course instructor, you are the authority both in your classroom and in any class related interaction occurring outside of the class. You are obligated to establish appropriate academic and behavioral standards. There are a number of ways you can influence how individual student behavior impacts the learning environment. Some strategies that might prove helpful include:

- set and communicate standards on your syllabus
- personally model the behaviors students are expected to exhibit
- firmly and fairly address disruptive behavior early
- hold students accountable for their actions.

A learning environment that incorporates the above elements will better support students in their intellectual and personal growth while contributing to your own sense of safety and well-being.

Office of the Dean of Students

The Office of the Dean of Students plays an important role in maintaining and enriching a sense of community at Missouri S&T. We are committed to fostering a safe and inclusive campus community through outreach, educational development, and engagement.

Student-centered, educational services foster campus citizens who exercise personal and social responsibility, ethical decision-making and cultural competency that advances ethical development.

Our programs and services are designed to maintain a safe, orderly, and inclusive campus environment that is conducive to student success and that protects the rights of all members. Our efforts support student success to develop career ready graduates through development and intervention strategies.

You are encouraged to consult with the Office of the Dean of Students when student behavior is disruptive or presents a possible violation of University policy. You may contact the office at 341-4209 or dos@mst.edu to discuss non-academic student misconduct as defined in the [University of Missouri Standard of Conduct](#) (threatening behavior, disruption, alcohol/drugs, theft, forgery, etc.).

Filing a Student Behavior Concern/Complaint

<http://dos.mst.edu/studentorganizationincidentreport/>

Anyone can file a complaint alleging a violation of the [Standard of Conduct](#) (Appendix A). A written complaint may be submitted in any format. It is helpful to include the following information:

- Full name and, if known, the id number or email address of the student in question
- A description of the misconduct, including the date, time and place of the occurrence
- Names of witnesses, an explanation of what they observed, and how to reach them
- Any supporting documentation that might be beneficial or demonstrates a pattern of behavior
- Information regarding similar previous incidents involving the student
- Information on any prior action involving the student
- Your name, course, and email

Establishing Expectations for Classroom Conduct

In addition to the various University standards and policies, students are subject to the academic and behavioral standards set by the course instructor. Behavioral standards that are thoughtfully developed and effectively communicated at the start of the semester, and reinforced when needed, may exert a positive influence on classroom conduct.

Behavioral concerns that, in your judgment, require special emphasis can be addressed in your course syllabus. It is quite common to include a statement of warning about cheating and plagiarism and the consequences of these forms of misconduct. For suggested content view:

<http://ugs.mst.edu/media/administrative/ugs/documents/Course%20Syllabi-2016-17.pdf>

When discussing standards at the beginning of the semester, you might want to consider an approach that allows student input and does not discourage your students from forming and expressing ideas and opinions that are relevant to the course objectives. Appropriate behavioral standards tend to ensure and protect everyone's free speech; however, everyone must be cognizant of and reinforce the [S&T Values](#).

Taking Action

A number of factors, such as the severity and frequency of a student's misconduct, influence the action that might be appropriate to a specific instance of disruptive behavior. The following measures do not constitute a fixed procedure that must be followed in each instance. Rather, these strategies should be pursued based on your own assessment of their suitability to the situation with which you are dealing. If it appears that there could be a potential non-academic violations (disruption, threat, forgery, etc.) of the [University of Missouri Standard of Conduct](#), please contact the [Office of the Dean of Students](#) at 341-4209.

For academic related misconduct of cheating, plagiarism, or sabotage, contact [Undergraduate Studies](#) or [Graduate Studies](#) as appropriate.

Consider giving a warning

A rare instance of rude, annoying, or irritating behavior could simply be a sign of a student's immaturity or lack of familiarity with campus culture. When this first occurs, you might choose to ignore such behaviors, or address them by modeling the proper conduct, or use informal means to get a message to the student. However, recurrent acts of disruptive behavior should be addressed in a direct manner. When disruptive behavior first becomes evident, consider reminding the entire class of the need to follow the applicable standard. If the disruption involves a behavior that has not been previously addressed, take the time to communicate your expectations.

Faculty may choose to speak individually with any student who exhibits a pattern of disruptive behavior or who commits a single incident of serious misconduct. However, do not meet alone with any student you believe to be a threat to your personal safety. During the meeting, discuss the disruptive behavior, clarify your expectations, gain cooperation in adhering to class standards, and state the consequences of failing to make necessary adjustments (e.g., the filing of a behavioral concern or misconduct complaint). Make a written record of any meeting to discuss disruptive behavior. If the meeting concerned a serious incident, send a letter to the student summarizing the conversation.

Involve Others as Appropriate

Even when there is no threat of harm, you may find it helpful to involve your department chair or supervisor when meeting with a student to discuss seriously disruptive behavior. The Office of the Dean of Students is also available as a resource or for consultation. Additional perspectives can serve to reinforce the importance of classroom standards and help keep the conversation focused on behaviors rather than personalities.

Recognizing and Assisting Students in Distress

Stress is a natural part of life and no stranger to University students. While many students successfully cope with the realities of college life, others become overwhelmed and struggle to manage. Additionally, a few students will unfortunately experience sexual assault, discrimination, hate crimes and/or sexual harassment.

Whatever the cause of students' distress, the emotional and behavioral consequences may be evidenced in classrooms, campus housing, or university offices. Faculty and staff members will not be able to spot every such student, and not every student you approach will accept your offer of assistance. Still, by being available and ready to listen, you may play an important role in helping a student regain the emotional balance needed to cope with his or her circumstances and get back on track.

The Counseling, Disability Support, and Student Wellness (CDSW) website provides information at <http://counsel.mst.edu/distress/index.html> about:

- Signs of students in distress
- General suggestions for dealing with students in distress
- Specific suggestions for responding to students regarding:
 - Alcohol Or Drug Abuse*
 - Sexual Assault*
 - Potential Violence*
 - Discrimination & Hate Crimes*
- S&T resource contact information

What Are The Signs Of Students In Distress?	
<u>Marked Changes in Academic Performance or Classroom Behavior:</u>	<ul style="list-style-type: none"> • <i>Poor performance or lack of preparation</i>
	<ul style="list-style-type: none"> • <i>Excessive absences or tardiness</i>
	<ul style="list-style-type: none"> • <i>Repeated request for special consideration, especially when this represents a change from previous functioning</i>
	<ul style="list-style-type: none"> • <i>Unusual or changed pattern of interaction</i>
	<ul style="list-style-type: none"> • <i>Avoiding or dominating discussions</i>
	<ul style="list-style-type: none"> • <i>Excessive anxiety when called upon in class</i>
	<ul style="list-style-type: none"> • <i>Disruptive behavior</i>
	<ul style="list-style-type: none"> • <i>Exaggerated emotional response obviously inappropriate to the situation</i>
<u>Unusual Behavior or Appearance:</u>	<ul style="list-style-type: none"> • <i>Depressed or lethargic mood</i>
	<ul style="list-style-type: none"> • <i>Hyperactivity or very rapid speech</i>
	<ul style="list-style-type: none"> • <i>Unexplained crying</i>
	<ul style="list-style-type: none"> • <i>Irritability or angry outbursts</i>
	<ul style="list-style-type: none"> • <i>Swollen or red eyes</i>
	<ul style="list-style-type: none"> • <i>Change in personal hygiene or dress</i>
	<ul style="list-style-type: none"> • <i>Dramatic weight loss or gain</i>
	<ul style="list-style-type: none"> • <i>Strange or bizarre behavior</i>
<u>References to Suicide, Homicide or Death:</u>	<ul style="list-style-type: none"> • <i>Expressed thoughts of helplessness or hopelessness</i>
	<ul style="list-style-type: none"> • <i>References to suicide</i>
	<ul style="list-style-type: none"> • <i>Isolation from friends or family</i>
	<ul style="list-style-type: none"> • <i>Homicidal threats</i>

What Can You Do To Help?	
<p>If you choose to approach a student about whom you're concerned or a student reaches out to you for help with personal problems, here are some suggestions for helpful responses:</p>	
<u>Consult:</u>	<ul style="list-style-type: none"> • <i>Feel free to contact Case Management, Counseling, Disability Support, and Student Wellness (CDSW) or Student Affairs to discuss any situations presented by students if you're unsure about how to proceed</i>
<u>Be Available:</u>	<ul style="list-style-type: none"> • <i>Talk to the student in private when both of you have the time and are not rushed or preoccupied</i>
	<ul style="list-style-type: none"> • <i>Give the student your undivided attention</i>
	<ul style="list-style-type: none"> • <i>A few minutes of patient, concerned listening may be enough to help the student feel supported and more confident about what to do</i>
<u>Listen:</u>	<ul style="list-style-type: none"> • <i>Listen to thoughts and feelings in a sensitive, non-threatening way</i>
	<ul style="list-style-type: none"> • <i>If you have initiated the contact, express your concern in behavioral, non-judgmental terms. For example, "I've noticed you've been absent from class lately and I'm concerned." Rather than, "Where have you been lately? You should be more concerned about your grades."</i>
<u>Communicate:</u>	<ul style="list-style-type: none"> • <i>Let the student talk</i>
	<ul style="list-style-type: none"> • <i>Communicate understanding by paraphrasing the essence of what the student has told you</i>
	<ul style="list-style-type: none"> • <i>Include both content and feeling (e.g., "It sounds like you're not accustomed to such a big campus and you're feeling left out of things.")</i>
<u>Give Hope:</u>	<ul style="list-style-type: none"> • <i>Assure the student that things will get better</i>

	<ul style="list-style-type: none"> • <i>Help the student realize that there are options and that things will not always seem hopeless</i>
	<ul style="list-style-type: none"> • <i>Suggest resources: friends, family, clergy or professional help on campus</i>
<u>Maintain Boundaries:</u>	<ul style="list-style-type: none"> • <i>Maintain clear and consistent boundaries and expectations</i>
	<ul style="list-style-type: none"> • <i>Maintain the professional nature of the faculty/student or staff/student relationship and the consistency of academic expectations, exam schedules, etc.</i>
<u>Refer to other resources when:</u>	<ul style="list-style-type: none"> • <i>The problem is more serious than you feel comfortable handling</i>
	<ul style="list-style-type: none"> • <i>You have helped as much as you can and further assistance is needed</i>
	<ul style="list-style-type: none"> • <i>You think your personal feelings about the student will interfere with your objectivity</i>
	<ul style="list-style-type: none"> • <i>The student admits that there is a problem but doesn't want to talk to you about it</i>
	<ul style="list-style-type: none"> • <i>The student asks for information or assistance that you are unable to provide</i>
	<ul style="list-style-type: none"> • <i>You are extremely busy, stressed or cannot find the time to deal with the student</i>

Responding to Threatening or Potentially Dangerous Students

A student whose behavior has become threatening, disruptive, or violent requires a different kind of approach. A very small number of students become aggressive when they are extremely frustrated by a situation that seems beyond their control. Although students rarely become violent, it does occur and it is important to know how to respond. Here are some guidelines:

<u>If you feel uneasy about a student's behavior:</u>	<ul style="list-style-type: none">• <i>Respect your feelings of unease and discuss them with a colleague, your department chair, or consult with Student Affairs or a CDSW staff member</i>
	<ul style="list-style-type: none">• <i>Identify exactly what is making you feel uneasy (student is rude, speaks in a loud or threatening manner, or makes threats)</i>
	<ul style="list-style-type: none">• <i>Meet with the student and ask him/her to change the behaviors that are causing a problem</i>
	<ul style="list-style-type: none">• <i>Make sure that other staff or faculty members are nearby when you meet with the student</i>
	<ul style="list-style-type: none">• <i>Refer the student for help with whatever might be causing the problem (e.g., stress, learning difficulties, or personal problems)</i>
<u>If a threatening or violent situation occurs during class:</u>	<ul style="list-style-type: none">• <i>Ask the student to accompany you to discuss the situation in the department office or somewhere where help is available</i>
	<ul style="list-style-type: none">• <i>Avoid being alone or isolated with the student</i>
	<ul style="list-style-type: none">• <i>Seek help from University Police and consult with Student Affairs or CDSW staff as needed</i>
<u>If you are alone with an angry, verbally abusive, or physically threatening student:</u>	<ul style="list-style-type: none">• <i>Acknowledge the student's anger and frustration calmly; "I can</i>

	<i>see how upset you are because you feel your rights are being violated and no one is listening to you.”</i>
	<ul style="list-style-type: none"> • <i>Allow the student to vent his or her feelings and frustrations</i>
	<ul style="list-style-type: none"> • <i>Calmly tell the student that verbally abusive behavior is unacceptable: “When you yell at me, I find it hard to listen to you.”</i>
	<ul style="list-style-type: none"> • <i>Avoid arguing, shouting, becoming hostile or threatening (e.g., “I’ll have you expelled from school.”)</i>
	<ul style="list-style-type: none"> • <i>Don’t touch the student</i>
	<ul style="list-style-type: none"> • <i>Leave the situation if possible</i>
	<ul style="list-style-type: none"> • <i>Get help from University Police, who are available around the clock</i>

Who Is Available at S&T to Assist?

This is a brief list of resources available to assist students with their physical, emotional, and academic well-being. You are encouraged to call, consult about your concerns, and discuss how to make a successful referral. Student(s) may also go directly to the Phelps County Regional Medical Center Emergency Department.

Counseling, Disability Support and Student Wellness (CDSW) (573.341.4211)

<http://counsel.mst.edu/>

Provides free and confidential services to students, faculty, and staff; crisis intervention; individual and group counseling for personal and career issues; stress management; and referrals when appropriate.

What students may expect at CDSW:

- Students are encouraged to make their own appointments, with which you may assist by offering the use of your phone.
- In urgent situations during the week between 8:00 a.m. and 4:30 p.m., counselors are available, often times immediately, to consult with you and assist students.
- In less urgent situations, the receptionist will arrange an appointment as soon as possible, usually within a week of the request.
- Before meeting with a counselor, the student completes brief information forms (these will be waived temporarily in emergencies).
- The student will then talk to a counselor for an assessment interview and to develop a plan of action.
- Unless the student grants permission for the counselor to communicate with others, all information is kept confidential.

Case Management (573.341.4211) <http://casemanagement.mst.edu/>

Case Management is available to support students throughout their Missouri S&T experience to best achieve their academic, personal and professional goals. Case Management helps students address challenges by identifying immediate needs, providing appropriate resources, and partnering with the student to develop an action plan.

Student Health Services (573.341.4284) <http://studenthealth.mst.edu/>

Provides medical services and health education

S&T Police (573.341.4300) <http://police.mst.edu/>

Offers emergency response for any crisis or safety concern

Each of us responds differently to the behaviors of others. Encounters with students that leave you frightened and in fear for your personal safety should be taken very seriously. Direct or implied threats of violence, challenges to fight, shoving, physical attacks, stalking, threatening phone calls, emails or other correspondence, acts of harassment and similar behaviors should be immediately discussed with your department chair, the S&T Police, and the Office of the Dean of Students. Your department chair can provide advice and support to assist in ensuring that the other appropriate campus officials are notified. [S&T Police](#), at 341-4300, will assist you in assessing the threat, determining the most appropriate steps to be taken and, if necessary, will dispatch law enforcement personnel. It is strongly suggested that you notify the [Office of the Dean of Students](#) whenever the police have been requested

to intervene. In instances where the reported conduct constitutes a violation of the [Standard of Conduct](#), [Office of the Dean of Students](#) can assist you in filing a [Student Behavior Concern](#).

FERPA - Student Records & Information Sharing

Federal law and campus policy protect students against third party access to information contained in their records. Except as permitted by law, students must provide written authorization for release of information in their student record to a third party, including matters of student discipline.

Information from student education records may be shared with others on-campus under one of FERPA's many exceptions to the general prohibition against disclosure. Campus personnel are free to share information from student education records with other "school officials" who have "legitimate educational interests" in the information. A legitimate educational interest is defined by S&T as an official needs the information to:

- Perform a task related to a student's education
- Perform a task related to the discipline of a student
- Provide a service or benefit relating to the student or student's family, such as health care counseling, job placement or financial aid
- Perform appropriate tasks that are specified in his/her position description or by a contract agreement

A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on an institutional governing board.

FERPA permits the disclosure of information from student education records, "to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals." For example, if a student sends an e-mail to his resident assistant saying that he has been diagnosed with a highly contagious disease such as measles; the institution could alert the student's roommate, and perhaps others with whom the student has come in close contact, to urge them to seek appropriate testing and medical care. Safety concerns warranting disclosure could include a student's suicidal statements or ideations, unusually erratic and angry behaviors, or similar conduct that others would reasonably see as posing a risk of serious harm. This exception does not authorize "broadcast" disclosures, but a limited disclosure to a limited number of people, made on the basis of a good-faith determination in light of the facts available at the time, and is highly unlikely to be deemed a violation of FERPA, even if the perceived emergency later turns out, in hindsight, not to have been one. In general, and when reasonably possible, the initial disclosure should be made to professionals trained to evaluate and handle such emergencies, such as [Counseling](#), [Disability Support and Student Wellness](#), [Office of the Dean of Students](#) or [University Police](#), who can consult with the Registrar to determine whether further and broader disclosures are appropriate.

General questions concerning student record release practices should be directed to the [University Registrar's Office](#).

Appendix A

Missouri S&T Resources for Consultation and Referral (Students)

	<u>S&T Police</u> CALL 911 to have an officer dispatched	<u>Office of the Dean of Students</u>	Depart · Chair/ Dean	<u>Counseling, Disability Support and Student Wellness</u>	<u>Student Health Services</u>	<u>Institutional Equity, Diversity and Inclusion</u>
Poses an immediate threat to self or others	*	*				
Writes or verbalizes a direct threat to another person	*	*		*		
Displays anger or hostility inappropriately		*	*	*		
Sleeping in class		*		*		
Continuously uses cell phone causing disruptions		*	*			
Exhibits behavior that seems bizarre or out of touch with reality	*			*		
Shows signs of alcohol or drug abuse		*	*	*	*	
Seems overly emotional, e.g., aggressive, depressed, demanding, or suspicious		*	*	*		
Continuously disrupts class and refuses to stop	*	*	*			
Is the subject of complaints by other students regarding behaviors		*	*			
Comes to class drunk or high		*	*	*		
Other Concerns:						
Is a victim of sexual assault	*	*		*	*	*

Talks about homicide or suicide	*	*		*		
Is a victim of violence, stalking, intimidation or domestic abuse	*	*		*		*
Is having difficulty due to illness or death of a friend or family member		*		*		
May have a disability		*		*		
Reports sexual harassment or civil rights discrimination	*	*			*	*
Is a victim of a biased based behavior		*		*	*	*

***Contact should be based on the immediacy of the issue.**

Appendix B: UCARE

UCARE (University Committee for Assistance, Response, and Evaluation) has been developed in response to incidents both at S&T and elsewhere that have produced a new sense of concern relating to student behaviors. UCARE is designed to review procedures relating to problematic student behavior, especially those dealing with inter-department communication, consultation, and response.

Members of the [UCARE](#) work to achieve this mission by:

- Documenting our processes related to high risk students.
- Providing attention to individual privacy rights and the protection of community members.
- Identifying standard cross-departmental communication protocols.
- Adhering to FERPA, HIPPA, and professional Counseling and Psychology laws and ethics as they relate to campus communication.

Appendix C: Standard of Conduct

The following excerpt is from the [University of Missouri Standard of Conduct](#). Faculty members may submit a behavior concern online at: <http://dos.mst.edu/studentorganizationincidentreport/>

Chapter 200: Student Conduct

200.010 Standard of Conduct

Amended Bd. Min. 3-20-81; Bd. Min. 8-3-90, Bd. Min 5-19-94; Bd. Min. 5-24-01, Bd. Min. 7-27-12; Bd. Min. 12-7-12; Bd. Min. 6-19-14; Revised 9-22-14 by Executive Order 41; Revised 11-3-15 by Executive Order 41.

A student at the University assumes an obligation to behave in a manner compatible with the University's function as an educational institution and voluntarily enters into a community of high achieving scholars. A student organization recognized by the University of Missouri also assumes an obligation to behave in a manner compatible with the University's function as an educational institution. Consequently, students and student organizations must adhere to community standards in accordance with the University's mission and expectations.

These expectations have been established in order to protect a specialized environment conducive to learning which fosters integrity, academic success, personal and professional growth, and responsible citizenship.

- A. **Jurisdiction of the University of Missouri** generally shall be limited to conduct which occurs on the University of Missouri premises or at University-sponsored or University-supervised functions. However, the University may take appropriate action, including, but not limited to the imposition of sanctions under Sections 200.020 and 200.025 of the Collected Rules and Regulations against students and student organizations for conduct occurring in other settings, including off campus, in order to protect the physical safety of students, faculty, staff, and visitors or if there are effects of the conduct that interfere with or limit students' ability to participate in or benefit from the University's educational programs and activities.

- B. A **student organization** is a recognized student organization which has received official approval in accordance with Section 250.010 of the Collected Rules and Regulations. To determine whether a student organization is responsible for conduct outlined in Section 200.010.C., all circumstances will be considered, including but not limited to whether:
1. The student organization approved, condoned, allowed, encouraged, assisted or promoted such conduct;
 2. The prohibited behavior in question was committed by one or more student organization officers or a significant number of student organization members;
 3. Student organization resources, such as funds, listservs, message boards or organization locations, are used for the prohibited conduct; and/or
 4. A policy or official practice of the student organization resulted in the prohibited conduct.
- C. **Conduct** for which students and student organizations, when applicable, are subject to sanctions falls into the following categories:
1. **Academic dishonesty**, such as cheating, plagiarism, or sabotage. The Board of Curators recognizes that academic honesty is essential for the intellectual life of the University. Faculty members have a special obligation to expect high standards of academic honesty in all student work. Students have a special obligation to adhere to such standards. In all cases of academic dishonesty, the instructor shall make an academic judgment about the student's grade on that work and in that course. The instructor shall report the alleged academic dishonesty to the Primary Administrative Officer.
 - a) The term **cheating** includes but is not limited to: (i) use of any unauthorized assistance in taking quizzes, tests, or examinations; (ii) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (iii) acquisition or possession without permission of tests or other academic material belonging to a member of the University faculty or staff; or (iv) knowingly providing any unauthorized assistance to another student on quizzes, tests, or examinations.
 - b) The term **plagiarism** includes, but is not limited to: (i) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations or bibliographical reference; (ii) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; or (iii) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.
 - c) The term **sabotage** includes, but is not limited to, the unauthorized interference with, modification of, or destruction of the work or intellectual property of another member of the University community.
 2. **Forgery, alteration, or misuse of University documents, records or identification, or knowingly furnishing false information to the University.**
 3. **Obstruction or disruption of teaching, research, administration, conduct proceedings, or other University activities, including its public service functions on or off campus.**
 4. **Physical abuse or other conduct which threatens or endangers the health or safety of any person.**
 5. **Stalking** another by following or engaging in a course of conduct with no legitimate purpose that puts another person reasonably in fear for his or her safety or would cause

a reasonable person under the circumstances to be frightened, intimidated or emotionally distressed.

6. **Violation of the University's Equal Employment/Education Opportunity Policy** located at Section 320.010 of the Collected Rules and Regulations. These violations include, but are not limited to:

- a) **Harassment.** Harassment in violation of the University's anti-discrimination policies, is unwelcome verbal or physical conduct, on the basis of actual or perceived membership in a protected class as defined in the University's anti-discrimination policies, that creates a hostile environment by being sufficiently severe or pervasive and objectively offensive so that it interferes with, limits or denies the ability of an individual to participate in or benefit from educational programs or activities or employment access, benefits or opportunities.
- b) **Sex Discrimination, Sexual Harassment and Sexual Misconduct** as further defined in Section 600.020 and/or referenced in Section 200.010B7 below.
- c) **Bullying.** Bullying is defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally, on the basis of actual or perceived membership in a protected class.
- d) **Retaliation.** Retaliation is any adverse action taken against a person because of that person's participation in protected activity. The University strictly prohibits retaliation against any person for making any good faith report or for filing, testifying, assisting, or participating in any investigation or proceeding involving allegations of discrimination in violation of the University's Equal Employment/Education Opportunity Policy.
- e) **False Reporting.** False reporting is making an intentional false report or accusation as opposed to a report or accusation, which, even if erroneous, is made in good faith.

7. **Violation of the University's Sex Discrimination, Sexual Harassment and Sexual Misconduct in Education/Employment Policy in Section 600.020 of the Collected Rules and Regulations.** These violations include:

- a) **Sex Discrimination.** Sex discrimination occurs when a person has been treated inequitably on the basis of sex, gender identity, or gender expression. Specifically, the University of Missouri System upholds Title IX, which states in part that "[n]o person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity." Sexual harassment, sexual misconduct, sexual exploitation, stalking on the basis of sex and dating/intimate partner violence are forms of sex discrimination.
- b) **Sexual Harassment.** Sexual harassment is defined as:
 - 1) Unwelcome sexual advances or requests for sexual activity by a person or persons in a position of power or authority to another person, or
 - 2) Other unwelcome verbal or physical conduct of a sexual nature by a person to another person, when:
 - a) Submission to or rejection of such conduct is used explicitly or implicitly as a condition for academic or employment decisions; or
 - b) Such conduct creates a hostile environment by being sufficiently

severe or pervasive and objectively offensive that it interferes with, limits or denies the ability of an individual to participate in or benefit from educational programs or activities or employment access, benefits or opportunities.

c) **Sexual Misconduct.** Sexual misconduct is:

- 1) nonconsensual sexual intercourse
- 2) nonconsensual sexual contact involving the sexual touching of the genitals, breast or anus of another person or the nonconsensual sexual touching of another with one's own genitals whether directly or through the clothing
- 3) exposing one's genitals to another under circumstances in which he or she should reasonably know that his or her conduct is likely to cause affront or alarm; or
- 4) sexual exploitation.

d) **Stalking on the Basis of Sex.** Stalking on the basis of sex is following or engaging in a course of conduct on the basis of sex with no legitimate purpose that puts another person reasonably in fear for his or her safety or would cause a reasonable person under the circumstances to be frightened, intimidated or emotionally distressed.

e) **Dating/Intimate Partner Violence.** Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the recipient of the violent behavior.

f) **Sexual Exploitation.** Sexual exploitation occurs when one person takes nonconsensual or abusive sexual advantage of another person for his/her own advantage or benefit or for the advantage or benefit of anyone other than the person being exploited and which behavior does not constitute any other form of sexual misconduct. Examples of sexual exploitation include, but are not limited to, the following activities done without the consent of all participants:

- 1) Invasion of sexual privacy
- 2) Prostituting another person
- 3) Taping or recording of sexual activity
- 4) Going beyond the boundaries of consent to sexual activity (letting your friends hide to watch you engaging in sexual activity)
- 5) Engaging in voyeurism
- 6) Knowingly transmitting an STI, STD, venereal disease or HIV to another person
- 7) Inducing another to expose their genitals.

g) **Retaliation.** Retaliation is any adverse action taken against a person because of that person's participation in protected activity. The University strictly prohibits retaliation against any person for making a report required by Section 600.020 of the Collected Rules and Regulations, for making any good faith report to a Title IX Coordinator or for filing, testifying, assisting, or participating in any

investigation or proceeding involving allegations of sex discrimination, sexual harassment or sexual misconduct.

- h) **False Reporting.** False reporting is making an intentional false report or accusation as opposed to a report or accusation, which, even if erroneous, is made in good faith.
- 8. **Threatening or Intimidating Behaviors**, defined as written or verbal conduct that causes a reasonable expectation of injury to the health or safety of any person or damage to any property or implied threats or acts that cause a reasonable fear of harm in another.
- 9. **Participating in attempted or actual taking of, damage to, or possession without permission of property of the University or of a member of the University community or of a campus visitor.**
- 10. **Unauthorized possession, duplication or use of keys to any University facilities or unauthorized entry to or use of University facilities.**
- 11. **Violation of University policies, rules or regulations or of campus regulations** including, but not limited to, those governing residence in University-provided housing, or the use of University facilities, or student organizations, or the time, place and manner of public expression.
- 12. **Manufacture, use, possession, sale or distribution of alcoholic beverages or any controlled substance without proper prescription or required license or as expressly permitted by law or University regulations**, including operating a vehicle on University property, or on streets or roadways adjacent to and abutting a campus, under the influence of alcohol or a controlled substance as prohibited by law of the state of Missouri.
- 13. **Disruptive conduct.** Conduct that creates a substantial disruption of University operations including obstruction of teaching, research, administration, other University activities, and/or other authorized non-University activities that occur on campus.
- 14. **Failure to comply with directions of University officials acting in the performance of their duties.**
- 15. **The illegal or unauthorized possession or use of firearms, explosives, other weapons, or hazardous chemicals.**
- 16. **Hazing**, defined as an act that endangers the mental or physical health or safety of a student, or an act that is likely to cause physical or psychological harm to any person within the University community, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. Participation or cooperation by the person(s) being hazed does not excuse the violation. Failing to intervene to prevent (and/or) failing to discourage (and/or) failing to report those acts may also violate this policy.
- 17. **Misuse of computing resources in accordance with University policy**, including but not limited to:
 - a) Actual or attempted theft or other abuse.
 - b) Unauthorized entry into a file to use, read, or change the contents, or for any other purpose.
 - c) Unauthorized transfer of a file.
 - d) Unauthorized use of another individual's identification and password.
 - e) Use of computing facilities to interfere with the work of another student, faculty member, or University official.

- f) Use of computing facilities to interfere with normal operation of the University computing system.
- g) Knowingly causing a computer virus to become installed in a computer system or file.